

# Reading – Informational Text (RI)

## Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.*

*Teachers should continue to address earlier standards as they apply to more complex text.*

*Students are expected to build upon and continue applying concepts learned previously.*

By the end of second grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedic entries, book reviews, journals, and speeches. They also read directions, maps, timelines, and graphs.

## Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

## Principles of Reading (P)

**Standard 1: Demonstrate understanding of the organization and basic features of print.**

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a sentence.	<i>1.1 Students are expected to build upon and continue applying previous learning.</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<i>1.2 Students are expected to build upon and continue applying previous learning.</i>	
1.3 Understand that words are separated by spaces in print.	<i>1.3 Students are expected to build upon and continue applying previous learning.</i>	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	<i>1.4 Students are expected to build upon and continue applying previous learning.</i>	

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## Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

2.1 Recognize and produce rhyming words.	2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<i>2.1 Students are expected to build upon and continue applying previous learning.</i>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.	<i>2.2 Students are expected to build upon and continue applying previous learning.</i>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<i>2.3 Students are expected to build upon and continue applying previous learning.</i>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<i>2.4 Students are expected to build upon and continue applying previous learning.</i>
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	<i>2.5 Students are expected to build upon and continue applying previous learning.</i>	

## Standard 3: Know and apply grade-level phonics and word analysis skills when decoding words.

3.1 Produce one-to-one letter-sound correspondences for each consonant.	3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	3.1 Use knowledge of r-controlled vowels to read.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	3.2 Use knowledge of how syllables work to read multisyllabic words.
3.3 Read regularly spelled single-syllable words.	3.3 Read a two-syllable word by breaking the word into syllables.	3.3 Read irregularly spelled two-syllable words and words with common prefixes and suffixes.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	3.4 Use and apply knowledge of vowel diphthongs.
3.5 Read common high-frequency words.	3.5 Read words with inflectional endings.	3.5 Use and apply knowledge of how inflectional endings change words.
3.6 Recognize grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.	3.6 Recognize and read grade-appropriate irregularly spelled words.

## Standard 4: Read with sufficient accuracy and fluency to support comprehension.

4.1 Read emergent-reader texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.	4.1 Read grade-level texts with purpose and understanding.
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	4.2 Read grade-level texts orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<i>4.3 Students are expected to build upon and continue applying previous learning.</i>

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## Meaning and Context (MC)

**Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**

KINDERGARTEN	GRADE ONE	GRADE TWO
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	5.1 Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	5.2 Make predictions before and during reading; confirm or modify thinking.

**Standard 6: Summarize key details and ideas to support analysis of central ideas.**

6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	6.1 Retell the central idea and key details from multi-paragraph texts; summarize the text by stating the topic of each paragraph heard, read, or viewed.
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**Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.**

7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	7.1 Compare and contrast topics, ideas, or concepts across texts in a thematic, author, or genre study heard, read, or viewed.
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## Language, Craft, and Structure (LCS)

**Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.**

KINDERGARTEN	GRADE ONE	GRADE TWO
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify words, phrases, illustrations, and photographs used to provide information.	8.1 Identify how the author uses words, phrases, illustrations, and photographs to inform, explain, or describe.
8.2 With guidance and support, use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	8.2 Use index, headings, bullets, and captions to locate key facts and information; explain the relationship between these features and the text.

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**Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.**

9.1 With guidance and support, ask and answer questions about known and unknown words.	9.1 Ask and answer questions about known and unknown words in a text.	9.1 Use context to determine the meaning of words and phrases.
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	9.2 Identify new meanings for familiar words and apply them accurately.	9.2 Determine the meaning of a newly formed word when a known affix is added to the word.
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	9.3 Use a base word to determine the meaning of an unknown word with the same base.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to explore word relationships and meanings.	9.4 Use print and multimedia resources to determine or clarify the precise meaning of words and phrases.
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	9.5 Acquire and use general academic and domain-specific words and phrases acquired through talk and text; identify nuances of words and phrases.

**Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.**

10.1 Identify the author and illustrator and define the role of each.	10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.	10.1 Identify and analyze the author’s purpose.
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**Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.**

11.1 With guidance and support, explore informational text structures within texts heard or read.	11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	11.1 Identify sequential order, cause and effect relationships, and compare and contrast structures within texts to locate information and gain meaning.
11.2 With guidance and support, identify the reasons an author gives to support a position.	11.2 Identify the reasons an author gives to support a position.	11.2 Identify the structures an author uses to support specific points.

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## **Range and Complexity (RC)**

**Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.**

<b>KINDERGARTEN</b>	<b>GRADE ONE</b>	<b>GRADE TWO</b>
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.